
MORRISON ACADEMY



SCHOOL IMPROVEMENT ANNUAL REPORT

August 2010 – May 2011

Morrison Academy Bethany (K-9)
Morrison Academy Taichung Elementary/Middle School (K-8)
Morrison Academy Taichung High School (9-12)
Morrison Academy Kaohsiung (K-9)
Taiwan

Joint Accreditation by
Association of Christian Schools International
Western Association of Schools and Colleges

Protocol: *ACCREDITATION BY SCHOOL PROGRESS*

TABLE OF CONTENTS

I	SCHOOL PROFILE – MORRISON ACADEMY (MA)	2
II	SCHOOL IMPROVEMENT PROCESS	3
III	PROGRESS REPORT	3
	1a. Coherent Unit-based Instructional Program	4
	1b. K-12 Subject Review with Vertical Articulation	4
	1c. Consistent Application of High-yield Instructional Strategies	4
	1d. Comprehensive, School-wide Assessment Program	4
	1e. Assessment Data Analysis	4
	1a-e. Integrated Strategies	5
	2. Systematic and Sustainable Service Program	5
	3. Mandarin Curriculum Review	5
	4. Clear Articulation of Mission & School-wide Initiatives	5
	5. Enrollment Policy Review	6
	6. Integrated, Strategic Technology Plan	6
	7. Explore Special Needs Services	6
IV	APPENDIX SECTION	7
	Appendix A: Morrison Academy’s School Improvement Plan	7
	Appendix B – 2010-11 Follow-up Evidence	9
	Appendix C – 2010-11 Campus Progress Reports	12

I School Profile – Morrison Academy (MA)

General Data and Description

Morrison Academy

TIM MCGILL – SUPERINTENDENT

Morrison Academy - System Services

136-1 Shui Nan Rd.

Taichung, TAIWAN 40679

Phone: 8864-2297-3927 x101

Fax: 8864-2292-1174

email: mcgill@mca.org.tw

Campuses:

Morrison Academy Bethany (K-9); Principal Uwe Maurer maureru@mca.org.tw

Morrison Academy Taichung Elementary/Middle School (K-8), Principal Tim Heading headingt@mca.org.tw

Morrison Academy Taichung High School (9-12), Principal Dan Robinson robinsond@mca.org.tw

Morrison Academy Kaohsiung (K-9), Principal Gabe Choi choig@mca.org.tw

Founded: 1952

Type: Non-denominational private Christian school system

Ownership & Board: Morrison Academy (MA) operates under the direction of *Morrison Christian Association, Inc.*, (MA) a nonprofit (New Jersey) corporation, owned and operated by the following sponsoring missions: The Evangelical Alliance Mission (TEAM), Oriental Missionary Society International (OMSI), Conservative Baptist International (CBI), and the International Mission Board of the Southern Baptist Convention (IMB). Each sponsoring mission generally supplies two Board of Trustee members, with four additional members from the alumni and Taiwan missions' communities. Morrison is also registered with the Chinese government as a not-for-profit foreign school and may only admit students holding foreign passports.

Accreditation Partners: Morrison is jointly accredited by WASC (Western Association of Schools and Colleges) and ACSI (Association of Christian Schools International) as one system of three campuses. Since 1977, Morrison's Taichung high school campus has been accredited by WASC and has also been an ACSI member school. All three campuses (located in Taipei, Taichung, and Kaohsiung) have been jointly accredited since 1998. Morrison's past March '09 visit synchronized the accreditation cycle as a single school system of three separate campuses.

Accreditation term: Six years - July 2009 through June 30, 2015

Purpose: The purpose of Morrison Academy is to meet the educational needs of the children of missionaries throughout Taiwan.

Core Values: Jesus Christ is central to Morrison Academy's values. These core values are:

- To know the Truth
- To pursue excellence in student learning
- To educate the whole person
- To fulfill the Great Commission
- To partner with parents
- To be a caring community

Vision: The vision of Morrison Academy is that each student will experience a quality, Biblically-integrated education so that they will dynamically impact the world for Christ.

Campus Data – Sept. 2010

Morrison Academy Campuses:	Total Students	Students K-5	Students 6-8	Students 9 th - 12	ELL %	Ethnicity Asian/Caucasian/Blended/Other <small>*Based on 2009 Data</small>				Classroom & Pupil Support Teachers/Administrators
Morrison Academy Bethany (MAB)	201	112	63	26	13%	74%	15%	11%	0.5%	T: 25 SAC Adm: 1
Morrison Academy Kaohsiung (MAK and Satellite School: MAC)	193	105	65	23	15%	84%	9%	6%	1.4%	T: 28 SAC Adm: 1
Morrison Academy Taichung (MAT)	471	--	--	--	7%	69%	22%	8%	0.4%	T: 63
• MAT Elementary/Middle School (MAT EMS)	227	139	88		15%	K-9 66%	25%	8%	0.4%	SAC Adm: 1
• MAT High School (MAT HS)	244	--	--	244	0%	10-12 74%	18%	7%	0.5%	SAC Adm: 1
Morrison System Services	--	--	--	--	--					SAC Adm: 3
Morrison Academy All Campus Totals	865	356	216	293	10%	73%	18%	8%	0.6%	T: 116 SAC Adm: 7

Student Academic Data

ITBS & SAT Norm-referenced Assessment Grades 1-9

SPRING 10	KEY:			Total Battery
	Reading	< 60 Language	> 79 Math	
Gr. 9 SAT	75	Not given	91	76
Gr 8	80	81	91	86
Gr 7	81	82	88	86
Gr 6	68	79	86	80
Gr 5	72	74	82	77
Gr 4	57	74	80	71
Gr 3	57	69	73	66
Gr 2	78	73	86	79
Gr 1	69	75	78	73
MA Avgs	71	76	84	77

HS Norm-referenced Assessments

PSAT	Verbal	Math	Writing
Class 2011	55	61	54

HS AP Scores

AP Scores	Spring 10
Score of 5	69
Score of 4	35
Score of 3	15
Score of 2	3
Score of 1	3
% At/Above "3"	95%
MA Avg	4.31

SAT Scores – Graduating Class '11

SAT 1 REASONING TEST	CLASS 2011 (taken 09/10)	US Avg. Aug. '10
Percent Grade 12 Students Tested	%	
MA Class Avg. (Math)	655	515
MA Class Avg. (Writing)	576	493
MA Class Avg. (Critical Reading)	579	501
Total MA Class Avg.	1810	1509

Spring '10 - Norm-referenced Scores – % Students Scoring At/Above 50 percentile.				Graduate Data					
Range 50-99 Percentile (WASC)	Reading	Language	Math	Class of 2010	#	% of Class	% M	% F	Dropout (Fall '06 - spring '10)
MA TOTAL	74%	82%	87%	College Bound	67/77	87%	80%	94%	3.4% (2 students)
10 Gr 1 MA	77%	85%	83%						
10 Gr 2 MA	79%	72%	90%						
10 Gr 3 MA	56%	70%	72%						
10 Gr 4 MA	56%	77%	82%						
10 Gr 5 MA	73%	83%	84%						
10 Gr 6 MA	77%	84%	95%						
10 Gr 7 MA	86%	94%	96%						
10 Gr 8 MA	89%	90%	97%						

II School Improvement Process

Purpose

The purpose of this School Improvement Plan (SIP) is twofold. The first is to facilitate and document Morrison's continuous school improvement through analyzing, evaluating, and synthesizing MA's school-wide learning goals. Secondly is to serve as a tracking and reporting tool for accreditation recommendations as well as other school-wide strategies and initiatives supporting student learning, thus providing a framework for the required annual interim progress report required by both ACSI and WASC.

History

Morrison Academy's current School Improvement Plan (SIP) was initiated in the fall of 2009. All the recommendations in the May 2009 accreditation visiting committee report (ACSI and WASC) have been incorporated into the SIP, as well as newer goals. **Appendix A** includes MA's 2009 – 2011 goals and indicates whether the goal has been fully met, or is still in process. Evidence is listed in **Appendix B** and can be accessed in our eFolio. Campus-specific progress is documented in **Appendix C**. There have been no major changes or conditions impacting the school improvement process since our accreditation spring visit in 2009.

Current Process

Morrison's Special Administrative Council (SAC), which acts as Morrison's *Follow-up Committee*, has thoroughly reviewed this year's progress. Steps toward school improvement are evident in all major recommendations. Annually in May, all regional campus teachers and administrators meet to review and celebrate Morrison's accomplishments for the past school-year. Survey results, feedback, and other data regarding the year's progress and challenges are collected and examined by Morrison's System Advisory Council (SAC). This data informs the following school-year's goals and action plans.

III Progress Report

A brief system-wide summary addressing Morrison's progress toward the '09 visiting team's recommendations follows. The *School Improvement Plan* tracking form (*Appendix A*) provides an overview of this interim report and strategies to meet the major recommendations have been put on a continuum. On-line evidence is shown on the chart in *Appendix B*, and campus-specific

progress reports written by MA principals can be found in *Appendix C* (available during spring '12 mid-term visit or upon request).

1a. Coherent Unit-based Instructional Program

Morrison Academy has taken the last two years to revise and implement the Unit Based Curriculum procedure (148) and Professional Practice Review procedure (172). At the beginning of each school year teachers complete the Yearly Scope and Sequence of Units sheet along with their course units. The revised Teacher Professional Practice Rubric also contains a standard regarding developing curriculum units. This year collaborative units were completed for P.E. (K-8), science (K-5), and science (K-5).

1b. K-12 Subject Review with Vertical Articulation

Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school

Two professional learning days (November 24, 2010 and April 8, 2011) were scheduled for vertical articulation teams to meet. During these days, teachers used an established protocol from last year to look at writing and research teacher expectations. During the April half day, data on research projects was collected ahead of time via Google Forms from grades K-12. The data was shared between all three campuses so Morrison Academy's K-9 campuses could analyze data vertically K-12. The data and key points from both days were given to curriculum task force teams.

Implement new curriculum review procedure

The Curriculum Review procedure (110) was fully implemented to review the Morrison Academy Language Arts Curriculum Guide. During the first meeting, the task force reviewed the process. Adjustments were made mid-way through the year to the timeline. A survey will be given to the task force team at the conclusion of LA review. Results will guide procedure revisions to ensure future task force efficiency and communications.

1c. Consistent Application of High-yield Instructional Strategies

Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons.

The revised Teacher Professional Practice Rubric includes standards for planning and instruction that highlight high-yield instructional strategies. These rubrics provide the framework for professional goals and collaborative conversations.

Build capacity for the new teacher professional practice review process which includes new standards.

Across the three campuses, principals piloted the new professional practice review process (Procedure 172) and accompanying documents with teachers. Throughout the year, capacity was built by having a variety of teacher and administrator teams review and provide feedback on the process and documents.

1d. Comprehensive, School-wide Assessment Program

Design school-wide reading, writing and math common assessments.

Curriculum writers were hired to facilitate a year-long collaborative process to design and develop unit plan assessments. This spanned multiple grade levels and curricular areas: middle school math, elementary and middle school physical education, elementary social studies, and elementary science.

1e. Assessment Data Analysis

During the April 25, 2011 Professional Learning Day, job-a-like teams analyzed data from a unit assessment they all agreed to give sometime during the 2010-11 school year. Each team answered a series of questions to guide the discussion toward improving student learning and instruction for the future.

Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings.

Administrators going to EARCOS administrator's conference participated in the same assessment and teacher evaluation workshops. All the professional learning coaches went to the EARCOS teacher conference. They also attended a few workshops that were the same. Teachers going to this same conference were encouraged to look for workshops related to SIP goals.

During the October 1-2, 2010 and April 25, 2011 Professional Learning Days, all staff participated in three assessment sessions focusing on assessment for learning and its process. Teachers worked through a common protocol while in vertical and/or job-a-alike teams.

Implement the School-Wide-Appraisal (SWA) process in preparation for analyzing data during April all-system PL and May PL half day goal setting sessions.

During the April 15 and May 20 professional learning days teachers collaboratively analyzed select SWA data. This data consisted of perception data as well as non-survey appraisals summarized in the SWA procedure (010).

1a-e. Integrated Strategies

Build capacity for assessment and data analysis through a new student information management system. *(Designed to meet multiple goals for 1a-1e above)*

Research and webinars were completed on a student information management system. At the end of the 2009-10 school year, one company had been identified as the front runner. The company promised a complete integration package (with various modules) that would connect our student demographic, learning, and curriculum data. However, midway through the 2010-11 school year, Morrison Academy had to pull out for reasons that were out of their control. In February 2011, an email was sent terminating our agreement with that company.

Since then, a second company was identified. It cannot offer a completely integrated data analysis solution and curricular solution. However, SAC decided in April to pursue separate solutions for collecting and tracking demographic/learning and curricular data. Morrison Academy completed the 2010-11 school year researching a SIMS company that best meets the needs for analyzing data as well as a curriculum unit and mapping company to track and analyze curriculum data.

2. Systematic and Sustainable Service Program

Explore corporate partnerships.

The Director of Development arranged for several major donors to contribute over US\$23,000 to four charities at which Taichung Campus middle school classes served this year. This pilot project could be replicated on the Taipei and Kaohsiung campuses in future years.

Promote service learning through school youth groups, clubs, or the MS CSL programs.

The middle school calendar allocated six half-days for service learning. This new program included six lessons about service learning, class service projects in the local community, and structured reflection time after each service project. Many of parents participated in these service projects.

The high school in Taichung has integrated service learning into several high school classes. This year, as part of the Bible curriculum, each eleventh and twelfth grade Bible class engaged in at least 20 hours of team service projects at local nursing homes, blind school, and orphanage. The Missions Class also organized Easter holiday outreach teams to the Philippines and other parts of Taiwan. Many other high school students volunteered for an English exchange program at a local middle school, served in after-school Bible clubs at a local community center every Wednesday, and led a community youth group on Sunday nights in a community center.

3. Mandarin Curriculum Review

Provide professional development in technology integration, classroom management, and unit writing

During the October 1-2, 2010 professional learning days a technology workshop was offered to all the Mandarin teachers. The workshop trained teachers on technology skills and procedures they specifically had questions on.

Complete the Mandarin Curriculum Guide

Kindergarten and Heritage course benchmarks were written and implemented. During the April professional learning day, teachers provided feedback on those benchmarks. Revisions were made to the all the Heritage benchmarks based on the feedback.

The Kindergarten benchmarks were also split into Discover 1 and 2 courses. It was decided that there were too many Kindergarten benchmarks and that they would better aligned with the older students. Kindergarten will be rewritten next school year with a more age appropriate focus.

4. Clear Articulation of Mission & School-wide Initiatives

Develop a mechanism for gathering reports of Christian service student learning programs in order to articulate the school's relevance in the broader community.

The new School-Wide-Appraisal system (Policy 1170 & Procedure 010) includes annual reports of service learning programs conducted by each campus as well as selected post service project student reflections. These documents are archived in the School-Wide-Appraisal database and reflected in school publications.

Assess stakeholder awareness of school vision and initiatives.

The Director of Communications tracked the number of hits on the publications website and the number of acknowledgments on the quarterly newsletter posting on Facebook. Feedback from the Parent Advisory Councils also indicated increasing readership. This may be partially attributable to a more attractive mailer and banners on the first page of the school website announced on each quarterly, bilingual newsletter and annual report.

The parent survey conducted in October 2010 incorporated several questions about the schools position statements (Purpose, Vision, Core Values, & Vision For Our Learner). This data provided a baseline for assessing awareness of the vision. This survey also assessed parental support for the service learning, Mandarin, and special needs initiatives.

5. Enrollment Policy Review

Recommendation fully met 09/10

In September 2010, the Board Leadership Committee asked the Superintendent to “research mechanisms to maintain enrollment.” A qualitative study that included interviews with the five Parent Advisory Councils and seven administrators revealed three primary sustainability factors: retaining Christian staff, communicating the school’s distinctive to the broader community, and continuing to develop quality facilities. These factors were reported to the Board and will be considered in the ongoing school improvement planning process.

6. Integrated, Strategic Technology Plan

Explore outsourced tech support in order to free Educational Techs to provide more support for teachers.

The 2011/12 budget was written to include NT\$500,000 (US\$18,000) for a tech outsourcing pilot project on one campus. This outsourced tech support contract will be replicable on the other two campuses in future years.

Update the Educational Tech job description & professional practice rubric.

This needs to be delayed until the outsourced staffing system relieves the Educational Techs so that they have time to provide more support for individual teachers. Portions of the teacher professional practice rubric that was updated this year will be applicable to the Educational Tech Rubric update.

Engage staff in developing procedures (i.e. Mobile, Skills, Safety, standard classroom equipment and strategic financial plan).

Parent Advisory Councils on each campus were asked to review the new sections of the information technology procedure (217).

7. Explore Special Needs Services

Survey potential student needs.

The Learning Specialist System Coordinator, with the support of a School Psychologist, compiled a comprehensive roster of students with verified special learning needs on each campus. The Superintendent also surveyed the school’s primary expatriate constituency and verified that the school is already aware of all the students whose learning needs exceeds the capacity of the school’s current special needs program.

Draft policy for the Board to consider.

The Board of Trustees revised the Special Needs Policy (5240), but did not make any changes to the admissions section. This allows the school to ensure the special learning needs of existing students are being met before admitting students with more profound learning needs.

Develop staffing resources.

Between 2009 and 2011 the number of certified special needs teachers has been increased from one half-time position to four full-time positions. Next school year there will be full-time special needs teachers on all three Morrison Academy campuses.

During the 2011-12 school year, the Special Needs System Coordinator will develop a reference list of English speaking specialists (i.e. speech & occupational therapists) that may be available to Morrison Academy parents and students. This will be done in partnership with the Taipei European School.

IV Appendix Section

Appendix A: Morrison Academy's School Improvement Plan

2009-2011 Progress Tracking Chart - Based on March '09 Visiting Committee Recommendations*

Legend: ● Completed ◐ In progress ○ Postponed until next year

Strategies in **bold** indicate 2010-2011 SIP Emphasis

	GOAL	STRATEGY	ORIGIN	09-10	10-11
1	Integrated 1a-1e –Strategies (see right) are designed to meet multiple goals 1a-1e	i. Build capacity for assessment and data analysis through a new student management system. (1a-e)	10	X	◐
*1a.	Unit-based, coherent, instructional program that regularly requires from faculty documents that include: scope and sequence of learning, learning outcomes, common assessment and assessment data analysis that informs instruction	ii. Require same benchmark assessments for each core subject with unit plans. iii. Review existing unit plans during collaborative planning time and PD days. iv. Write procedure defining the components of the unit based instructional program v. Designate curriculum writers to facilitate collaborative unit plans for elementary science and social studies, middle school math, and elementary, middle school math.	09 09 09 10	● ● ●	●
*1b	K-12 subject review that includes <u>vertical articulation</u> .	i. Revise the Curriculum Development Process procedure (110) so that vertical articulation is reflected as a major component of the review process. ii. Plan one session where K-12 meets in subject areas to look for gaps and redundancies. Report back findings. iii. Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school. iv. Implement new curriculum review procedure	09 09 09 10	● ● ○	● ●
*1c.	Consistent application of <u>high yield instructional strategies</u> that are reflective of sound educational practice, with Morrison Christian Academy providing ongoing training and accountability to ensure the delivery of a strong instructional program to the students	i. Emphasize application and reflection on high yield instructional strategies during CPT. ii. Revise procedure 170, Professional Practice Review, so that applications of high yield instructional strategies are a part of the teacher evaluation. iii. Incorporate high yield instructional strategies into walk through observations. iv. Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons. v. Build capacity for the revised teacher professional practice review process which includes new standards.	09 09 09 10 10	● ● ◐	◐ ● ●
*1.d	Comprehensive, <u>school-wide assessment program</u> that assesses student learning and aligns with the learning outcomes.	i. Finalize procedure for data storage and analysis. ii. Design school-wide reading, writing and math common assessments.	09 10	●	◐
*1.e	Collaborative systems that routinely <u>analyze a variety of assessment data</u> to inform instruction and improve student learning.	i. Build capacity regarding assessment at the leadership level (PD for SAC & CC). ii. Draft a philosophy of assessment at Morrison iii. Schedule staff PL on assessment and data. iv. Send Team Leaders to training on collaborative protocols. iii. Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings. iv. Implement the School-Wide-Appraisal process in preparation for analyzing data in April system PL and during the May PL half-day goal setting sessions.	09 09 09 09 10 10	◐ ● ● ◐	◐ ◐ ●
*2.	Develop and implement a more systematic and sustainable <u>service program</u> to provide students with increased opportunities to serve outside the school walls.	i. Include a Christian service / authentic Christian living strand in the Bible curriculum. ii. Hire consultants to develop service learning partnerships, particularly for middle school. iii. Explore corporate partnerships. iv. Promote Christian service learning through school youth groups, clubs, or the MS CSL programs. v. Provide support for staff and their families to learn to speak Chinese.	09 09 09 09	● ● ◐ ◐	● ●
*3.	Review the <u>Mandarin curriculum</u> as part of the subject review process, applying best practices and making improvements that result in a developmentally appropriate, sequential and coherent curriculum where students develop communicative competencies	i. Develop Scope and sequence and resources (K-2). ii. Consider changes to engaged instructional time procedure (#295), including daily instruction for elementary students. iii. Provide professional development ○ 2010 Chinese Teacher's Academy Summer Training ○ Use of new materials ○ Technology integration ○ Classroom management ○ Unit writing iv. Pilot language labs on the Taipei and Kaohsiung Campus v. Complete the Mandarin Curriculum Guide	09 09 09 09 09 10 10	● ● ● ◐ ○	◐ ◐ ◐ ◐ ◐ ◐ ◐
*4.	Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community stakeholders</u> in order to facilitate mutual ownership of these by all members, and to provide consistency among the schools, while allowing variance of implementation based on the unique needs and characteristics of each campus	i. Develop a communications strategic plan including a, bilingual, system-wide quarterly. ii. Employ a Director of Communications iii. Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.	09 09 09	● ● ○	○

	and / or school level	iv. Install symbols of the school's vision on each campus and explain them at PAC meetings and concerts v. Assess stakeholder awareness of school vision and initiatives.	09 10	● ○	○
*5.	Review the <u>enrollment policy</u> in light of the declining enrollment of missionary children and changing demographics to ensure the school's future viability – while maintaining the school's vision <i>Recommendation fully met - 09/10</i>	i. Board review of policy #5205 ADMISSION LIMITATIONS ii. Administration research marketing strategies, such as an Open House, to attract the most qualified students in the primary grades. Consider integrating these in the 2010/11 budget. iii. Administration research enrollment incentive, ELL summer camps, ELL Audit and preschool programs. Consider integrating these in the 2010/11 budget. iv. Review admissions protocols and testing instruments.	09 09 09 09	● ● ● ●	
6	Articulate an integrated, <u>strategic technology plan</u>	i. Explore outsourced tech support in order to free Educational Techs to provide more support for teachers. ii. Update the Ed Tech job description & rubric. iii. Engage staff in developing procedures (i.e. Mobile, Skills, Safety, standard classroom equipment and strategic financial plan).	10 10 10		● ○ ●
7	Explore the <u>feasibility of providing more special needs services</u> for students whose learning needs are beyond the current policy and program.	i. Survey potential student needs. ii. Draft policy for the Board to consider. iii. Develop staffing resources.	10 10 10		● ○ ○

Appendix B – 2010-11 Follow-up Evidence

	GOAL	FOLLOW-UP EVIDENCE <i>(Linked to eFolio)</i>
1.	<u>Integrated 1a-1e: Strategies</u> designed to meet multiple goals <i>Build capacity for assessment and data analysis through a new student management system</i>	MA System
1a.	<u>Unit-based, coherent, instructional program</u> <i>Designate curriculum writers to facilitate collaborative unit plans for elementary science and social studies, middle school math, and elementary, middle school math.</i>	MA System: Procedure148 & 172 , Teacher Professional Practice Rubric MAB - Taipei K-9 <ul style="list-style-type: none"> ● K-9 scope and sequence for teachers ● Unit plans that have been created and modified MAK - Kaohsiung K-9 <ul style="list-style-type: none"> ● Gr 4 Unit plans scope and sequence ● Gr 7-8 Unit plans scope and sequence MAC EMS - Taichung K-8 <ul style="list-style-type: none"> ● K-8 teachers Yearly Scope and Sequence MAC HS - Taichung 9-12 <ul style="list-style-type: none"> ● See unit plans by course in Moodle ● Scope and Sequence for all HS Courses
1b.	K-12 subject review that includes <u>vertical articulation</u> <i>Plan one CPT meeting a semester where elementary meets with middle and middle meets with high school.</i> <i>Implement new curriculum review procedure (1b)</i>	MA System <ul style="list-style-type: none"> ● PL Calendar 2010-11 showing scheduled time ● Meeting notes and artifacts from each campus MAB - Taipei K-9 <ul style="list-style-type: none"> ● Vertical articulation ½ Day PL Notes and Power Point for writing ● Vertical articulation ½ Day PL Notes and Power Point for research ● Topical maps for content in elementary grade levels based on benchmarks MAK - Kaohsiung K-9 <ul style="list-style-type: none"> ● Vertical Articulation (VA) Research benchmarks final 2 ● VA Research Scope and Sequence K-12 2 ● VA In-service 2 ● VA In-service ● VA In-service Benchmarks 1 ● Vertical Articulation 1 ● Vertical Articulation Research 2 ● Vertical Articulation Findings 1 ● 1b Vertical Articulation Observations 2 MAC EMS - Taichung K-8 <ul style="list-style-type: none"> ● K-12 Vertical Articulation on research ½ day PL - April 15 ● K-12 Vertical Articulation on Writing ½ day PL - Nov 24 ● 6-8 Study Skills MAC HS - Taichung 9-12 <ul style="list-style-type: none"> ● *Vertical Articulation research ½ day PL - April 15 ● *Vertical Articulation on Writing ½ day PL - Nov 24
1c.	Consistent application of <u>high yield instructional strategies</u> <i>Teachers continue to intentionally emphasize appropriate instructional strategies in their lessons.</i> <i>Build capacity for the revised teacher professional practice review process which includes new standards.</i>	MA System <ul style="list-style-type: none"> ● PPR teacher standard and rubric MAK - Kaohsiung K-9 <ul style="list-style-type: none"> ● 5Ws chart graphic organizers ● Accordion paragraph graphic organizer ● Cluster Word Web graphic organizers ● Sense Chart graphic organizers ● Story map graphic organizers MAC EMS - Taichung K-8 <ul style="list-style-type: none"> ● Principal's goals - table of professional conversations* ● Principal classroom reflections MAC HS - Taichung 9-12: <ul style="list-style-type: none"> ● Walk-thru observation data - over 400 observations in a database.
1.d	Comprehensive, <u>school-wide assessment program</u>	MA System <ul style="list-style-type: none"> ● School-wide Appraisal Program overview and summary MAB - Taipei K-9 <ul style="list-style-type: none"> ● School Surveys Parents ● School Surveys Students - PAC meeting and staff meeting

		<p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● School Survey Results Jan 2011 - staff meeting ● School Survey Results Jan 2011 - PAC meeting <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● Staff & PAC meeting agendas <p>I MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> ● Staff and PAC minutes - Moodle
1.e	<p>Collaborative systems that routinely <u>analyze a variety of assessment data</u></p> <p><i>Build capacity regarding assessment at the leadership and teacher level during PL Days, EARCOS workshop, and professional practice review meetings.</i></p> <p><i>Implement the School-Wide-Appraisal process in preparation for analyzing data in April and during the May PL half day goal setting sessions.</i></p>	<p>MA System</p> <ul style="list-style-type: none"> ● System March PD job-alike team data review samples ● System March PD job-alike team data analysis ● Data Analysis - protocols A and B ● Algebra I benchmark results analysis ● MA Gr 8 Science rubric revision based on data analysis <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> ● Stanford test results analysis ● Writing assessment results analysis ● STAR reading results <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● ELL common writing assessment data ● Gr 3 common writing assessment data ● Gr 6 Stanford Assessment - individuals report with clusters ● Gr 9 Stanford assessment - class report with clusters ● 7 Keys to Assessment <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● 3-8 common writing assessment <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> ● PowerPoints and minutes from 3 staff meetings this year.
2.	<p>Develop and implement a more systematic and sustainable <u>service program</u></p> <p><i>Explore corporate partnerships.</i></p> <p><i>Promote Christian service learning through school youth groups, clubs, or the Middle School Christian Service Learning programs.</i></p>	<p>MA System</p> <ul style="list-style-type: none"> ● Service Learning Reflection samples; systemic collection quarterly from all campuses ● School-wide Service Learning list <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> ● Spiritual Life Week program - speaker was from Nepal and we supported their orphanage for our Christmas project ● RG mission trip in October ● CSL activities that took place with middle school students ● Student reflections and debriefings of CSL activities <p>MAK - Kaohsiung K-9:</p> <ul style="list-style-type: none"> ● 30 Hour Famine Schedule ● Christmas project - A Childs Right ● Service learning reflections - local school ● Service learning reflections - special needs school <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● CSL committee minutes & Chapel presentation ppt <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> ● This was not an SIP for HS, but we have done a lot. ● In Touch, 3rd issue 2011
3.	<p>Review the <u>Mandarin curriculum</u></p> <p><i>Provide professional development</i></p> <ul style="list-style-type: none"> ○ Technology integration ○ Classroom management ○ Unit writing <p><i>Complete the Mandarin Curriculum Guide</i></p>	<p>MA System</p> <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> ● Rosters that support that teachers are following the new structure ● Lesson plans that indicate teachers are using primary resources and benchmarks ● Curriculum guides that indicate work that has been done to continue this review process <p>MAK - Kaohsiung K-9</p> <ul style="list-style-type: none"> ● Mandarin Chinese teachers' lesson plans <p>MAC EMS - Taichung K-8</p> <ul style="list-style-type: none"> ● Mandarin Chinese Team meeting minutes <p>MAC HS - Taichung 9-12</p> <ul style="list-style-type: none"> ● Foreign Language Dept. meeting minutes - Moodle
4.	<p>Ensure that <u>school vision and initiatives are clearly articulated to all Morrison community</u></p> <p><i>Develop a mechanism for gathering reports of Christian service student learning programs in order to assess the school's relevance in the broader community.</i></p> <p><i>Install symbols of the school's vision on each campus and explain them at PAC meetings and concerts</i></p>	<p>MA System</p> <ul style="list-style-type: none"> ● Policy 1170, Procedure 010, Web-Publications <p>MAB - Taipei K-9</p> <ul style="list-style-type: none"> ● Meet the teacher night ● Admissions interviews ● Kindergarten and G1 Round-up <p>MAK - Kaohsiung K-9:</p> <ul style="list-style-type: none"> ● Core Values handout - class teas ● New family orientation Aug 10 - core values <p>MAC EMS - Taichung K-8:</p> <ul style="list-style-type: none"> ● K Round-up

	Assess stakeholder awareness of school vision and initiatives.	<ul style="list-style-type: none"> • MTTN MAC HS - Taichung 9-12 <ul style="list-style-type: none"> • Admission Interviews • Parent Teas - program
5.	Review the <u>enrollment policy</u> <i>Recommendation met; follow-up documentation</i>	MA System MAB - Taipei K-9 <ul style="list-style-type: none"> • March PAC meeting minutes - discussed enrollment strategies • April PL days- participated in admissions meeting to stream line the process MAK - Kaohsiung K-9: <ul style="list-style-type: none"> • MAK enrollment incentive • PAC agenda March 2011 - sustain enrollment MAC EMS - Taichung K-8 <ul style="list-style-type: none"> • Tim McGill PAC visit MAC HS - Taichung 9-12 <ul style="list-style-type: none"> • PAC - Tim McGill visit in March
6	*Articulate an integrated, strategic <u>technology plan</u>	MA System <ul style="list-style-type: none"> • Procedure 217
7	*Explore the <u>feasibility of providing more special needs services</u> for students whose learning needs are beyond the current policy and program.	MA System <ul style="list-style-type: none"> • Policy5240, Procedure 283

Appendix C – 2010-11 Campus Progress Reports

Brief summaries of campus specific follow-up and progress of major recommendations are included below. These have been completed by each campus principal. Morrison's Special Administrative Council (SAC), which acts as Morrison's Follow-up Committee, has carefully monitored and thoroughly reviewed this year's progress. Steps toward school improvement are evident in all major recommendation areas.

1a. Coherent Unit-based Instructional Program

MAB - Taipei K-9

Teachers continue to refine their units for instruction. During team meetings at Bethany and at professional learning days for all of Morrison, teachers have had a chance to reflect on how the implementation of previously created units has gone. At the beginning of the year, teachers completed a yearlong plan that is based on the school-wide units. Finally, teachers have been refining shared assessments during their job-alike times as well

MAK - Kaohsiung K-9

Teachers' structure their units for the year based on the consensus unit plans. As a job-alike team, they also give one same-benchmark assessment each quarter, and have compared data during grading system professional learning times.

MAC EMS - Taichung K-8

Teachers create a year plan consisting of the teaching units from each curriculum area. Improving teaching units is a continual process. This takes place during system-wide job-a-like sessions.

MAC HS - Taichung 9-12

A scope and sequence based on units is created by all teachers. The vast majority of classes have all their units on Moodle.

1b. K-12 Subject Review with Vertical Articulation

MAB - Taipei K-9

Bethany teachers were involved in a writing and research vertical articulation professional learning experience for 3 hours each. Teachers were able to see what others are doing and then able to adjust their own practice. Results and reflections were compiled and shared with teachers across Morrison by the professional learning coaches. In addition, one of the Bethany teachers took on an independent project to create topical maps for the elementary school to see where there might be gaps and redundancies. This document will be used to initiate discussions at future professional learning times.

MAK - Kaohsiung K-9:

Two professional learning half-days focused on vertical articulation. One of the days focused on writing skills, and the other one on looking at the K-9 research benchmarks in Language Arts.

MAC EMS and HS- Taichung K-12

Two successful K-12 vertical articulation professional learning half-days were held this year with EMS and HS teachers.

1c. Consistent Application of High-yield Instructional Strategies

MAB - Taipei K-9

The professional learning coach assists teachers in focusing on these strategies. During team meetings, teachers share strategies they have used and reflect on how to improve. In addition, most teachers at Bethany were involved in the new professional practice review program that is being developed. Several of the teachers involved in this trial program chose to focus on high-yield instructional strategies as their yearly goal.

MAK - Kaohsiung K-9:

The principal reads teachers' lesson plans every week and makes note of instructional strategies being used. Teachers are consistently using instructional strategies and it has become part of

their regular practice. Some of the most common strategies used are non-linguistic representations (graphic organizers), cooperative learning, and note-taking. One example of this was for our system's common writing assessment using 6 traits, all students were given a choice of several advance planners they could use to plan and organize their writing.

MAC EMS - Taichung K-8

The Professional Learning Coach has discussions with teachers on this topic. The Principal used this topic as one of his Professional Discussion goals with teachers for this year.

7 teachers volunteered to be included in the new Teacher Professional Practice Review process. Part of this included meeting twice as a group to review and improve the rubric to make it more effective as an assessment tool when it is fully implemented next year.

MAC HS - Taichung 9-12

In the first quarter, this area is discussed with each teacher and the principal. The second quarter the PLC continues the discussion and monitors progress in this area. The department heads continue the discussion in the third quarter, and the principal completes this portion of professional practice review with end-of-year conferences at the close of the 4th quarter.

1d. Comprehensive, School-wide Assessment Program

MAB - Taipei K-9

Bethany staff members implemented and collected data on the assessments that were reviewed this year by Morrison Academy.

MAK - Kaohsiung K-9

All 2010/11 campus assessments were implemented, assessed and collected. Staff meetings and parent advisory council meetings were spent reviewing data from the school-wide assessment program. We looked at graphs comparing data on perceptions of our Core Values and Vision for Our Learners between the different campuses using focused questions to guide the discussion.

MAC EMS - Taichung K-8

All 2010/11 campus assessments were implemented, assessed and collected. Data was viewed at Staff Meetings and Parent Advisory Committee meetings.

MAC HS - Taichung 9-12

All 2010/11 campus assessments were implemented, assessed and collected. Staff meeting, department head meetings, and PAC meetings all viewed SWA data.

1e. Assessment Data Analysis

MAB - Taipei K-9

Staff members continue to be trained in using assessment strategies to improve student learning. During professional learning times data was reviewed and analyzed. This includes: the Stanford tests, the Morrison writing assessment, parents' surveys, student surveys, and teacher created assessments. During the Morrison-wide professional learning sessions, teachers across campuses also reviewed and analyzed data.

MAK - Kaohsiung K-9

Throughout the year, staff has been trained in assessment techniques and has developed the common language of "7 keys to assessment FOR learning". Each quarter, teachers were required to create one assessment based on these keys, give the assessment, and get together as a group to reflect on how it went. Then they fill out a protocol which helped them reflect on how they did on each key, and what they would do differently. Some data we analyzed as staff and/or with job-alike teams in the system were results from our common writing assessment (using 6-traits) and standardized testing results (Stanford Achievement Test). We also had many staff attend an EARCOS conference on assessment by Bambi Betts.

MAC EMS - Taichung K-8

We have had numerous Collaborative Planning Time meetings devoted to this subject. Staff has been given assignments to create different types of assessments, including formative and summative, use them in the classroom and then reflect on the resulting data in groups. Teaching on various aspects of serving was given to students during 6 chapels. We also studied the data from the School-wide culture survey and the last 6 years results of the common writing assessment for trends.

MAC HS - Taichung 9-12

Assessment data analysis has been a recurring theme during CPT this school year. Teachers have reflected on their assessments in departments (especially in terms of their purpose). May staff meeting Stanford Achievement test results are analyzed.

2. Systematic and Sustainable Service Program

MAB - Taipei K-9

Bethany students have been involved in a series of Christian service learning opportunities at a local elementary school as well as a local hospital, senior citizen center and a school for visually impaired children. In addition, students actively raised money during our Christmas project for an orphanage and school in Nepal. Our students learned about the needs in Nepal firsthand, from the orphanage founder who spoke and interacted with our students during our fall spiritual-emphasis week.

MAK - Kaohsiung K-9

We have had multiple Christian service trips this year for grades 6-9 including trips to a local elementary school, a special needs school, a nursing home and some local churches. Students' awareness was also raised by participating in various fund-raising activities including partnering with "A Child's Right" to provide clean water filtration systems to Cambodia, and partnering with World Vision to do the 30 hour famine. Students are also required to do some sort of reflection after each activity.

MAC EMS - Taichung K-8

A Christian Service Learning committee was created this year which included the Principal, Middle School Team Leader and Parent Liaison. Service trips were planned to a local elementary school and different organizations for the blind and disabled. We also had two activities where these organizations and a senior citizens club were invited on campus where we were able to interact through performances, tours and gift giving activities.

MAC HS - Taichung 9-12

A service elective class was continued this school year. A service Bible class (i.e. Luke) was added that included a trip to His Hands (pregnancy crisis center) for service. *Note: The School Improvement Plan (SIP) does not include HS in this area.*

3. Mandarin Curriculum Review

MAB - Taipei K-9

Bethany is continuing to implement the new Mandarin curriculum structure. Approximately 90% of our students 'fit' into the courses that we are able to offer. Mandarin teachers continue to be involved in professional learning activities with the other instructional staff and one teacher was able to attend the EARCOS conference.

MAK - Kaohsiung K-9

Chinese teachers have been successfully implementing the new Chinese curriculum. To guarantee the curriculum, they identify which benchmarks they are teaching during that class in their weekly lesson plans. Chinese teachers have also integrated more technology in their classes such as interactive activities on a Smart Board, online resources from the textbook publishing company, reports on Chinese news websites, and participating in reading programs sponsored by the local educational department. All teachers have also participated in various professional learning conferences, such as Chinese Teacher's Academy during summer, 6 traits writing, and EARCOS.

MAC EMS - Taichung K-8

The three teachers in our Mandarin Chinese department all attended a Chinese Summer Institute (concentrating on assessment) and attended the ICEC conference held by ACSI in Korea. They have been reviewing benchmarks from the new curriculum during their weekly team meetings.

MAC HS - Taichung 9-12

Both high school Mandarin teachers attended Chinese Summer Institute hosted by Morrison Academy. They are currently working on the benchmarks and curriculum for two courses each year.

4. Clear Articulation of Mission & School-wide Initiatives

MAB - Taipei K-9

Bethany has been more intentional about articulating the schools mission and initiatives to parents and the broader community. At the beginning of the year's "Meet the Teacher" event, a clear presentation was made to all in attendance. In addition, the first PAC meeting reviewed the statements as well. During admissions testing and interviews, we have gone over these statements with prospective parents as well.

MAK - Kaohsiung K-9

At the beginning of the year a gathering was held for parents of each class (class teas). Morrison's core values and vision for our learners was shared at these meetings. All new families coming in are also invited to an orientation where the school's vision and core values are shared with them. A torch (symbol of the school's vision) has been installed in the office, and an explanation of this was given in the weekly newsletter.

MAC EMS and HS- Taichung K-12

A K-12 Parent Tea was held at the beginning of the year where the school's core values and Vision for our Learners were explained. These were also shared during Kindergarten Round-up (meeting with prospective Kindergarten parents) and during interviews with other prospective new parents.

5. Enrollment Policy Review

MAB - Taipei K-9

Bethany has simplified the admissions process in order to give parents quicker notice after testing. By moving the admissions processing from the Guidance department to the main school office, the process and information has become more centralized. Bethany held its annual Open House in March and its Kindergarten and Grade 1 test date in early April. Prospective parents inform us that the primary two ways they find out about our school is through word of mouth or the Internet.

MAK - Kaohsiung K-9

We have identified that the most effective way of marketing the school is through word of mouth. To build relationships with the parent community and foster community, there are two community BBQs during the year which are fun, informal events, as well as a class tea for every grade. The turnout rate for both events was quite high (above 80% for BBQ and above 70% for class teas). We are also continuing the enrollment incentive, (this year six new students received the incentive), as well as exploring the possibility of adding a community/parent liaison position to the school. Through discussions with parents, we have also identified transportation as one of the main reasons families choose other schools, so we are exploring alternate busing options, such as more routes with smaller buses.

MAC EMS and HS - Taichung K-12

Taichung campus is in a unique position of having little or no space (but rather long waiting lists) and in having a healthy MK/BK ratio. All K-8 classes were full for the 2011-12 school year.

6. *Articulate Integrated, Strategic Technology Plan

MAB - Taipei K-9

Teachers and staff were consulted in determining which equipment should be considered standard for classrooms. All core classrooms currently have Smart Boards. In addition, our education technology specialist is piloting a cheaper interactive projector. All secondary teachers currently have notebooks in addition to their classroom machines. Students in Grade 6 participate in a basic computer skills course during their exploratory times. Teachers continue to work with the education technology coordinator (ETC) to complete projects and assignments.

MAK - Kaohsiung K-9

Besides system progress towards exploring outsourced technology support and updating the education technology coordinator job description, we have phased in notebook use for all secondary teachers. This included providing each secondary teacher with a laptop, installing docking systems in each classroom, and adding wireless access throughout the school. Next year we will be providing laptops for elementary teachers. In addition, teachers have been utilizing different types of technology including Smart responder systems, adding a movie making and pod-casting course, using online forms/surveys to collect data, having typing classes for grade 5-6 students, and teaching more media literacy lessons.

MAC EMS - Taichung K-8

Teachers collaborate with the educational technology coordinator to ensure technology expectations are integrated into the curriculum during computer instructional time. All 6-8th grade core teachers have their own laptop. All K-5 core teachers have a Smart Board in their classroom. 6th grade technology expectations are also covered through a mandatory exploratory course.

MAC HS - Taichung 9-12

All staff have a computer, LCD projector, sound system, are networked to printers, and have access to two computer education specialists. Next year will see the majority of classrooms having interactive white boards (i.e. Epsos or Smart Boards).

7. **Explore Special Needs Services*

MAB - Taipei K-9

Bethany added a full-time learning support specialist this school year. This person also acted as learning needs coordinator. As a result, Bethany was in a better position to address the learning needs of children already enrolled at Bethany.

MAK - Kaohsiung K-9

We have added a new learning specialist position to our school which will begin next school year. This year we have identified a list of students who potentially have special needs, tested some of them, as well as having observations/conferences with all of them to be better prepared for the learning specialist to work with these students.

MAC EMS - Taichung K-8

Our EMS Special Needs program has existed for many years now. The Special Needs teacher for next school year will serve as a coordinator between the three campuses and assist in the implementation of their new programs.

MAC HS - Taichung 9-12

Taichung increased to 1.5 special needs teachers and this will increase to 2.0 next school year.

Morrison Academy

Tim McGill – superintendent

Morrison Academy - System Services

136-1 Shui Nan Rd.

Taichung, TAIWAN 40679

Phone: 8864-2297-3927, extension 101

Fax: 8864-2292-1174

Email: mcgillt@mca.org.tw